DOCUMENT RESUME

ED 414 273 SP 037 677

| | |
|---|---|
| TITLE | Credentialing Activities in the Youth Development Field, 1997. |
| INSTITUTION | National Collaboration for Youth, Washington, DC. |
| SPONS AGENCY | DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY. |
| PUB DATE | 1997-00-00 |
| NOTE | 35p. |
| AVAILABLE FROM | National Collaboration for Youth, 1319 F Street, N.W., Suite 601, Washington, DC 20004. |
| PUB TYPE | Reference Materials - Directories/Catalogs (132) -- Reports - Descriptive (141) |
| EDRS PRICE | MF01/PC02 Plus Postage. |
| DESCRIPTORS | Adolescents; After School Programs; *Certification; Child Caregivers; Community Organizations; Credentials; Elementary Secondary Education; Federal Legislation; Higher Education; Inservice Teacher Education; Leadership Qualities; *Leadership Training; Professional Development; State Legislation; *Youth Leaders; *Youth Programs |

ABSTRACT

This report describes credentialing activities that seek to establish standards and promote professional development in the youth development field. Part 1, Federal and State Legislative Activities, focuses on: legislation promoting youth development activities and programs; welfare reform and the need for youth development and after-school programs; criminal background checks and screening of youth service providers to prevent child abuse; and legislation to promote recognition and reporting of child abuse. Part 2, Selected Credentialing Activities for Youth Workers (which comprises the bulk of the report), presents examples from agencies nationwide. Each entry includes agency name, address, telephone number, contact person and a brief summary of the agency's programs. The overall portrait of credentialing activities indicates that youth work education, training, and credentialing efforts are fragmented, lack a coherent vision, and vary widely in their utilization. There is great variation in the quality of content, expertise, and instructional approaches among staff development efforts. Two appendixes present definitions of credentialing and specification of core competencies for youth workers and school-age care. (SM)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

EC

13895

ED 414 273

# Credentialing Activities in the Youth Development Field

# 1997

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

NATIONAL COLLABORATION FOR YOUTH

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

D. Holmes

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

2

BEST COPY AVAILABLE

# Credentialing Activities in the Youth Development Field

# 1997

**National Collaboration for Youth**
*an affinity group of The National Assembly*
*of National Voluntary Health and Social Welfare Organizations*
**1319 F Street NW, Suite 601**
**Washington, DC 20004**
**Phone: (202) 347-2080 Fax: (202) 393-4517**
**www.nassembly.org**

## National Collaboration for Youth

The National Collaboration for Youth is an affinity group of the National Assembly of National Voluntary Health and Social Welfare Organizations. These leading youth development organizations work together to provide a united voice as advocates for youth, to improve conditions of young people in America, and to help young people reach their full potential.

## Members of the National Collaboration for Youth

American Red Cross
Association of Junior Leagues International
Big Brothers Big Sisters of America
Boy Scouts of America
Boys & Girls Clubs of America
Camp Fire Boys and Girls
Child Welfare League of America
Civil Air Patrol
Families, 4-H & Nutrition
Girl Scouts of the USA
Girls Incorporated
Hosteling International/American Youth Hostels
Joint Action in Community Service
National Association of Homes and Services
National Network for Youth
One-to-One/National Mentoring Partnership
The Salvation Army
Volunteers of America
WAVE, Inc.
Women in Community Service
YMCA of the USA
YWCA of the USA

## DeWitt Wallace-Reader's Digest Fund

This report is made possible by a grant from the DeWitt Wallace-Reader's Digest Fund. The mission of the Fund is to foster fundamental improvement in the quality of education and career development opportunities for all school-age youth, and to increase access to these improved services for young people in low-income communities.

## Acknowledgments

This report was written and developed under the direction of Kim Pawley Helfgott, Director, Human Resource Development at the National Assembly of National Voluntary Health and Social Welfare Organizations. Ray Donohue, intern, conducted much of the research to identify relevant legislation and recent credentialing and professional development activities throughout the United States.

© August 1997 The National Assembly of National Voluntary Health and Social Welfare Organizations

# Contents


**Introduction** 1

**Federal and State Legislative Activities** 3
- Legislation Promoting Youth Development Activities and Programs 3
- Welfare Reform and the Need for Youth Development and After-School Activities 3
- Criminal Background Checks and Screening Youth Service Providers to Prevent Child Abuse 4
- Legislation to Promote Recognition and Reporting of Child Abuse 5

**Selected Credentialing Activities For Youth Workers** 7
- American Humanics - Certification in Youth and Human Service
- Nonprofit Management 8
- Chicago Youth Agency Partnership 8
  - Group Work: Youth Services Programming and Management - George Williams College of Aurora University and New College 9
- Child and Youth Care Learning Center - University of Wisconsin at Milwaukee 9
- Girl Scouts of the USA - Certified Girl Scout Executive Director 11
- National Alliance for Direct Service Workers 11
- National School-Age Care Alliance - National Improvement and Accreditation System (NIAS) 12
- National Training Institute for Community Youth Work - Building Exemplary Systems of Training for Youth Workers (BEST) 13
  - Kansas City BEST site - YouthNet 14
  - Milwaukee BEST site - Child and Youth Care Learning Center 15
  - New York BEST site - Networks for Youth Development 15
  - Philadelphia BEST site - Children, Youth and Family Council 15
  - Pinellas County BEST site - Juvenile Welfare Board 16
  - Portland BEST site - Youth Service Consortium 16
  - San Francisco BEST site - Community Networks for Youth Development 17
- Networks for Youth Development - Youth Development Institute 17
- School-Age Care Programs - Concordia University, St. Paul 18
- School-Age Child Care Project - Making the Most of Out of School Time (MOST) 19
  - Boston MOST site and Child Care Career Institute 20
  - Chicago MOST site and Harold Washington College 21
  - Seattle MOST site and Seattle Central Community College 22
- U.S. Army Credential for School-Age Services 23
- YMCA of the USA - Keeping Our Promise 24
- Youth Development Leadership Program - University of Minnesota 25

**Appendices**
- Appendix A. Definitions of Credentialing 26
- Appendix B. Core Competencies for Youth Workers and School-Age Care 27

**Endnotes** 28

## Introduction

This report describes credentialing activities which seek to establish standards and promote professional development of the youth development field. By creating standards agencies can better ensure the quality of services delivered to young people. Research has consistently concluded that youth workers who participated in professional development activities demonstrated improved staff-youth interactions, quality of care, and youth outcomes.[1]

For the purpose of this report, youth work and youth development work is defined as "focusing on the development of personal, social, and citizenship competencies, and the development of youths' connections and commitments to individuals, family and community."[2] Defined as such, the youth development field potentially encompasses a wide range of settings, titles, and functions including school-age care, child and youth care, youth work, and community-support work.

The commonly shared goal of youth development work is to facilitate healthy development during middle childhood and adolescence by providing opportunities to participate in a productive and positive environment during the out-of-school hours. Community-based youth development organizations serve as crucial supports for young people by providing them with caring relationships with adults, activities through which they can express their creativity and build skills, and opportunities to make contributions to their peers and communities.

Selected individuals, organizations, associations, and universities that are working toward professionalizing the youth development field are identified in this report with detailed contact information to encourage networking. Networking is particularly critical since there have been more credentialing activities recorded over the past 1996-1997 year than at any other time. There is much to be learned from these diverse efforts.

Also tracked through 1996-1997 were federal and state legislative activities to accredit, certify, license and/or develop standards and best practices for youth workers, other related professionals, and organizations that serve young people.[3] Aside from legislative efforts to prevent child abuse by service providers and provide training to increase identification and reporting of child abuse, there was relatively little interest on the part of policy makers in enhancing the qualifications and credentials of professionals and volunteers working with youth. Given this, voluntary credentialing activities conducted by individual organizations will be even more important.

Credentialing is one way to recognize employees who have the attitudes, training, experience, and competencies needed to do their jobs. (See Appendix A for a definition of credentialing). To develop a credential, critical core competencies must be identified as a foundation for ensuring that youth workers have the quantity and quality of education and training needed in various types of youth development settings. Unlike Canada and Northwestern Europe, the U.S. currently lacks an education and training system specially geared toward credentialing youth workers. In the absence of legally-mandated or universally-recognized standards, youth worker education and training in the U.S. is haphazard and at times ineffectual. Most education occurs though on-the-job experience and sporadic in-service training and seminars.

In an effort to address this gap, professional development activities are occurring in many areas. Competencies have simultaneously been identified by different organizations and groups as a basis for

developing professional development activities. Systems for training have been developed and higher education has become more involved in delivering course work and/or degree programs. However, the portrait of credentialing activities that emerged as information for this report was collected is consistent with the observations of others.[4] Youth work education, training and credentialing efforts are fragmented, lacking a coherent vision and widely varying in their utilization. There is great variation in the quality of content, expertise, and instructional approaches among staff development efforts. It is becoming more apparent by the field as a whole that all these initiatives could benefit from exploring commonalities and establishing mutual goals.[5]

In fact, there have been some initial efforts in the youth development field to develop consensus and common definitions for youth worker competencies and youth outcomes, as well as systematic approaches for operationalizing principles of practice. By joining forces, duplication of efforts could be reduced and gaps jointly addressed. Furthermore, coming together as a united voice would bring greater attention on the importance of quality service delivery in enhancing the positive development of young people. Professionalizing the youth development field could enhance status, professional recognition, and public awareness about the expertise required to do this work.

This report does not attempt to provide any comparative analysis or analyze the pros and cons of the credentialing and staff development activities described. Instead this report identifies some of the key professional development and credentialing activities in order to encourage networking, and potentially collaboration and partnership, among those leading the way.

## Federal and State Legislative Activities

### Legislation Promoting Youth Development Activities and Programs

Despite isolated legislation promoting youth development, the political climate for funding and supporting youth services has been less hospitable than it has been in many years. The growing emphasis on incarceration of juvenile offenders, rather than prevention of youth crime is an example of shifting priorities. Public attention and political emphasis on personal responsibility and employment have overshadowed efforts to meet the full range of developmental needs of young people.

Only a few federal legislative activities during the 1997 year stand out in their effort to support increased access to and recognition of the benefits of youth development opportunities. They include the following:

- *Mobilize America's Communities for Youth Act of 1997* (MACY)[6] is legislation drafted that is intended to give young people access to youth development programs that foster positive values, life skills, and self-esteem.
- *National Character Counts Week* (SRes63) was proclaimed for the week of October 19 through October 25, 1997.
- *Children's National Security Act* (HR1726) was introduced as a bill to establish, as an element of national security, the importance of providing health, safety, and education of children in the United States.
- *After School Education and Safety Act of 1997* (S882) was introduced as a bill to improve academic and social outcomes for students by providing activities during the after-school hours.
- *Establishment of 2,500 Boys & Girls Clubs* (HR1753 and S476) by the year 2000, with particular emphasis on clubs in public housing projects and distressed areas.

Only a few states have made any effort to address the quality of youth development services by proposing accreditation and licensing of programs. These include:

- *Georgia* (HB1100) proposed a bill to provide for the certification and regulation of youth camps.
- *Hawaii* (SB789) established a child care provider board to license and regulate persons providing child care in child care facilities, summer programs or after-school programs.
- *Mississippi* proposed the revision of licensure statutes and fees for child and residential homes and youth camps.
- *New York* (A7687) established qualifications and procedures for certification as a child care provider. New York (S3491) also directed the Department to establish uniform standards proficiency in the knowledge, skills, duties, and responsibilities of Child Protective Investigators.

### Welfare Reform and the Need for Youth Development and After-School Programs

The passage of welfare reform legislation (*The Personal Responsibility and Work Opportunity Reconciliation Act of 1996*) eliminated the federal guarantee of cash assistance (*Aid to Families with Dependent Children- AFDC*) to the country's poorest children. States are provided with a new block grant known as the *Temporary Assistance for Needy Families (TANF)*. This legislation provides states with broad powers in setting eligibility and payment standards for family assistance and supportive services, including child care and school-age care. Although money is allocated for child care for working

parents, states are not required to pay for children six years or older. With limited resources and greater need, states will have to make tough decisions about priorities. As a result, it is expected that the need for school-age child care and positive youth development opportunities will increase dramatically as a result of shrinking resources.[7]

In an effort to create access to more child care and school-age care services, several states have initiated training programs to train welfare recipients to provide child care.

- *Florida* (SB1966) created the "ASCENT Project" to train participants in the WAGES Program for careers as child care providers.
- *Illinois* (SB388) directed the Department of Public Aid and the Department of Human Services to establish a Neighbor-to-Neighbor Child Care Training and Education Pilot Program to train and educate public aid recipients for jobs in child care.
- *Texas* established child care training centers for certain recipients of public assistance.
- *Illinois* (SB386) made a $250,000 appropriation to the Department of Human Services for grants to pilot agencies to implement the Neighbor-to-Neighbor Child Care and Education pilot program.

However, key advocacy groups have expressed their concern about the impact of these efforts on the quality of services provided.[8] A basic premise missing is the need to ensure that those who enter the field have chosen to do so and are able to demonstrate an aptitude for the work. As welfare reform proposals increasingly focus on cost-cutting measures and deregulation in child care, it becomes increasingly necessary for the child care field to articulate sound principles for training and employment.

**Criminal Background Checks and Screening of Youth Service Providers to Prevent Child Abuse**

The *National Child Protection Act of 1993* (HR1237 and amended versions in the Crime Bill of 1994) was established to screen child and youth workers and "minimize the risk of inadvertently placing persons in care-giving situations who have been convicted of crimes that bear upon their fitness to have responsibility for the safety and well-being of children, the elderly, and persons with disabilities." The federal law, which relies on criminal background fingerprint checks as a principle tool of protection, depends on state laws for implementation. The law authorizes youth-serving programs which provide "child care" to request checks, but does not mandate them. The bill has important implications to the youth development field as child care is defined quite broadly as "the provision of care, treatment, education, training, instruction, supervision or recreation to children by personnel having unsupervised access to the child."

Since each state has considerable discretion in implementing federal law, state proposals are likely to differ widely in approach. To address this issue, the National Collaboration for Youth developed principles for states that are implementing the National Child Protection Act.[9] The National Collaboration for Youth also produced publications to guide an organization's efforts to screen volunteers in addition to conducting criminal history background checks.[10]

Most states have introduced or enacted laws regarding criminal background checks for employees and volunteers who have regular and substantial contact with children and are employed in a child care capacity or in the provision of recreation and support services for young people. The following list provides examples of the type of legislation being proposed by states during the 1996-1997 year:

- *Arkansas* (HB1017) added to the list of criminal offenses which are grounds for denying child care license or employment by a licensed child care facility.
- *Florida* (SB2186) authorized certain institutions and organizations that provide services to children to require prospective volunteers or employees to undergo a background check, which may include a check of fingerprint records. The bill also provides that a prospective volunteer or employee may be required to attend a training program. Florida also requires a background screening of unregulated child care givers receiving subsidies through subsidized child care programs.
- *Hawaii* (SB792 and SB7) developed standards for criminal history checks to assure the reputable and responsible character of an applicant.
- *Missouri* (HB718) required the Department of Health to establish and maintain a "Child Care Alert System" which provides the public with information about potential child care providers including any history of child abuse or neglect.
- *New Mexico* (HB278) provided that certain criminal offenders not be licensed to operate a child care facility or be employed at a child care facility.
- *New York* proposed several measures for proper background checks. A5607- authorized the denial or revocation of child day care license if licensee or employee has a criminal conviction record. S2726 - required a criminal history and child abuse records search as a condition of teacher certification.
- *Rhode Island* (SB476) required background checks for certification of child care and recreation camp personnel.
- *Virginia* (HB2359) provided that for any potential employee or volunteer that will be involved with minors in a sports-related activity, the sponsoring organization may require that the Department of State Police certify that the applicant has not been convicted of certain crimes, including child abuse, sexual molestation, or child rape.
- *Washington* (HB1946) provided that businesses and organizations providing services to children must have adequate information about employees or licensees. The bill allows the Washington State patrol identification system to disclose an applicants record for convictions against children or other persons.

**Legislation to Promote Recognition and Reporting of Child Abuse**

Legislation has been proposed to provide incentives for and improve the training of professionals who deal with children and youth to recognize and report child abuse. While the focus of training is narrow, it does show recognition of the connection between training staff and protection of young people.

- *The Domestic Violence Identification and Referral Act of 1997 (S101 and HR884)* were proposed to train health professionals to identify victims of domestic violence and child abuse. Federal funding preference to medical schools encourages medical schools to provide training to identify domestic violence.
- *Arkansas* (HB1953) proposed the revocation or suspension of professional licenses for false notification of child abuse or failure to report child abuse. Among the professionals required to properly and accurately report cases of child abuse were counselors, social workers, and psychological examiners.

- *California* (SB1254) required that everyone who is required to report child abuse must complete specified training.
- *New York* (S3492) required certified social workers to be trained in the identification and reporting of child abuse. These requirements had been previously applied only to certain health care workers, law enforcement personnel, and school personnel. New York (S2726) also established statutory procedures for reporting and investigating child abuse by public school employees. The state also required a training curriculum for child protective service investigators. The curriculum would teach appropriate investigatory techniques for reports of sexual abuse.
- *North Dakota* (SCR4025) recognized the need for training of professionals, for public awareness initiatives, and for training of school personnel to recognize victims of child abuse. North Dakota also proposed prevention activities and other deterrents for child abuse.
- *Ohio* (HB289) required that certain professionals be mandated to report child abuse or neglect and have training in recognizing child abuse and neglect.
- *Oregon* (HB3392 and HB2583) required that individuals legally obligated to report child abuse must receive training in recognizing child abuse and that the training include the legal, medical, and psychological aspects of child abuse.

## American Humanics - Certification in Youth and Human Service Nonprofit Management

Tonja Conour, Director of Program Services
American Humanics
4601 Madison
Kansas City, KS 64112
Phone: (816) 561-6415
Fax: (816) 531-3527
Email: ahservices@msn.com
Website: http://www.humanics.org

American Humanics (AH) is the only national organization dedicated to pre-employment preparation and certification of undergraduate students for supervisory and management positions in nonprofit agencies serving youth and families. AH is currently allied with 40 colleges and universities nationwide, 15 national nonprofit organizations, and 8 collaborating professional organizations. In 1996, AH developed new knowledge and skill certification competencies based on the professional entry-level employment requirements of youth and human service nonprofit partners. The competencies are organized into two major headings:

- Foundations for Youth and Human Services Nonprofit Management
- Professional Development: Youth and Human Services Nonprofit Management

Each of the 40 affiliated higher education institutions has one or more degree programs that address AH's list of required competencies for entry-level professionals. To attain an American Humanics certification, students fulfill the following minimum requirements:

- 180 contact hours of American Humanics related course work;
- 300 hours of approved internship work;
- Active membership in the American Humanics Student Association;
- Participation in co-curricular professional activities; and
- Achievement of American Humanics certification competency requirements.

## Chicago Youth Agency Partnership

Renae Ogletree, Director
Chicago Youth Agency Partnership
625 W. Jackson Blvd. Suite 300
Chicago, IL 60661
Phone: (312) 627-2729
Fax: (312) 648-5628

Launched in July 1994, the Chicago Youth Agency Partnership (CYAP) was formed with the intention of pooling 92 Chicago-area partners "to enhance the development of youth workers." A conference was held in January 1995 to discuss the definitions of youth development and youth worker, and identify competencies for a youth worker and outcomes for youth. CYAP worked towards several goals: 1) facilitating collaboration among the organizations in the partnership, 2) identifying the core competencies needed by youth workers and youth leaders/managers, 3) establishing in-service training programs, and 4) creating a youth development academic curriculum to be offered at George Williams College of Aurora University and New College.

CYAP outlined 12 core competencies that youth workers should have to be successful. (See Appendix B). To obtain these competencies, participants can attend a series of trainings through selected degree-based programs or training seminars offered by organizations in the CYAP partnership. With financial assistance from CYAP, students can select training options to attain the competencies. While CYAP does

not provide certification, students develop a portfolio of training experiences as proof of their mastery of the competencies.

The focus for the remainder of 1997 year is to revise the 12 competencies and pilot a certification process based on them. The pilot certification process will take place in three diverse communities that specialize in different aspects of youth work.

## Group Work: Youth Services Programming and Management - George Williams College of Aurora University and New College

Dr. Ronald Campopiano, Ph.D.,
Assistant Director
New College Aurora University - Chicago Campus
300 N. Michigan Ave., Suite 300
Chicago, IL 60601
Phone: (312) 357-0180
Fax: (312) 424-4022
Email: campopia@admin.aurora.edu

The Group Work program will be offered by George Williams College and Aurora University and New College in the Fall 1997 (pending approval from the Illinois Board of Higher Education). The Group Work program will be a non-traditional, accelerated, undergraduate degree completion program. The 18-month, 45-credit program is designed for working adults who wish to combine youth development career experience with management theory. Students can apply for college credit by presenting a portfolio of relevant work and life experience. If an applicant is shown to have college-level mastery of certain skills, he or she can count awarded credits towards a bachelor's degree.

The Group Work curriculum focuses on programming and management in youth development organizations. The degree requirements are based on "Core Competencies for Youth Workers" developed by the Chicago Youth Agency Partnership in 1996. To provide flexibility within the curriculum, students can choose elective courses depending on their own personal skills and competencies or their own previous work-related experience. Possible elective areas include but are not limited to: youth and human service programming, management, funding of youth service organizations, youth and human development, and/or community organization issues.

Distance learning options are currently being developed for this program. The anticipated start of distance learning and an Internet program option is Spring 1998.

## Child and Youth Care Learning Center - University of Wisconsin at Milwaukee

Mark Krueger, Director
Child and Youth Care Learning Center
University Center for Continuing Education
University of Wisconsin at Milwaukee
161 W. Wisconsin Ave, Suite 6000
Milwaukee, WI 53203-2602
Phone: (414) 229-5797
Fax: (414) 227-3168
Email: markkrue@csd.uwm.edu

A three-year Professional Youth Work Project of the Child and Youth Care Learning Center (CYCLC) at the University of Wisconsin at

Milwaukee began in the fall of 1996 with funding from the DeWitt Wallace-Reader's Digest Fund, the federal Title IV-E program, and the United Way. The goal of the project is to provide continuing professional education to staff working with youth. Full and partial scholarships are available to foster parents and staff members of community-based, youth-serving organizations, detention centers and residential treatment centers. By 1999, it is expected that 750 youth workers will have participated in the training.

As part of the Professional Youth Work Project and CYCLC's ongoing programming, the following two continuing education programs will be offered which each provide three continuing education units (CEUs) from the University of Wisconsin at Milwaukee.

1. The *Youth Development Certificate* Program offers 40 hours of continuing education for youth workers who work with children and youth in a variety of community and group care programs. Participants broaden their skills through practice exercises and community service projects. The program includes the following areas of discussion:

- an overview of adolescent development and at-risk youth;
- empowering relations: core themes, skills, and attitudes for meaningful growth-producing connections and learning experiences;
- teams, organizations, groups, families, and communities as interconnected systems;
- recreation and teaching daily and independent living skills;
- accountability: observing, reporting and outcomes; and
- discipline and crisis management.

The curriculum meets national and professional standards for child and youth care education programs as identified by the North American Consortium of Child and Youth Care Educators and the National Organization of Child Care Worker Associations. Since the fall of 1996, 130 youth workers have completed the Youth Development Certificate Program.

2. *Advanced Seminar in Youth Work: Structuring Community-Based Programs for Youth* is designed for staff working in community-based, youth-serving organizations. During the 40-hour programs students participate in discussions of the challenges facing community-based programs. and learn about innovative strategies that are currently being used both in and outside of Milwaukee. This course is recommended for youth workers and supervisors who have completed the introductory Youth Development Certificate Program.

Outside of the continuing education program, The *Child and Youth Care Speciality* is an area of concentration (15 credit hours) for students of the University of Wisconsin at Milwaukee who are seeking degrees in Social Work, Exceptional Education, Educational Studies, and Occupational Therapy and would like to focus their work with troubled children and at-risk youth. The central theme of this professional speciality are building strong relationships, promoting healthy development, and teaching social, daily living and job skills. The speciality includes an Overview of Child and Youth Care course and Child and Youth Care Practice course. The Specialty is currently under review to become established as a formal certificate program.

In addition to training youth workers, CYCLC is in the process of selecting and training 25 youth work leaders and 10-20 youth to serve as role models and mentors. CYCLC is incorporating into its classes the use of live, interactive video to access instructors from across the country.

## Girl Scouts of the USA - Certified Girl Scout Executive Director

Bonnie Palace, Director of
Organizational Development and
Training
Girl Scouts of the USA
420 Fifth Avenue
New York, NY 10018
Phone: (212) 852-8090
Fax: (212) 852-6517
Email: bonnie.palace@bbs.gsusa.org

Certification is a voluntary credential for any professional who serves, or seeks to serve, as a Girl Scout council executive director. A national certification process, sponsored by Girl Scouts of the USA, was created to ensure the highest quality of leadership for councils and provide nationally recognized standards for this position.

The certification provides peer recognition, national recognition, increased earning potential, marketability, enhanced skills and competencies, and increased recognition in the not-for-profit arena. Applicants must be a member of the Girl Scouts, submit an application detailing work experience and job accomplishments, send proof of baccalaureate degree, perform 200 hours of continuing education, meet specific portfolio requirements, complete a written multiple choice examination, and serve as executive director for one year. As of August 1997, there are 79 certified Girl Scout executives.

## National Alliance for Direct Support Professionals

Amy Hewitt, Co-Chair
University of Minnesota
Institute on Community Integration
150 Pillsbury Drive, #107-PH
Minneapolis, MN 55406
Phone: (612) 625-1098
Fax: (612) 625-6619
Email: hewit005@maroon,tc.umn.edu

The National Alliance for Direct Support Professionals is a newly-formed group of national organizations and interested parties who share a concern about direct-service human service work force issues (e.g. low wages, high turnover, minimal training and lack of career opportunities) and have come together to develop specific goals and strategies to address these issues. The Alliance recognizes that an experienced, well trained, and motivated workforce may be the single most important factor in the delivery of quality human services, regardless of service paradigm. The Community Support Human Service Practitioner is the worker with the most responsibility and contact with service participants. This direct service role crosses a variety of job titles, work settings and populations served, including young people in community-based settings.

The Alliance promotes the development of a highly competent human service workforce which supports individuals in achieving their life goals. The goals of the Alliance are to:

- enhance the status of direct-support professionals;
- provide better access for all direct-support professionals to high quality educational experiences (e.g. in-service training, continuing and higher education, and lifelong learning which enhances competency;



BEST COPY AVAILABLE

- strengthen the working relationships and partnerships between direct-support professionals, self-advocates, other consumer groups, and families;
- promote systems of reform which provide incentives for educational experiences with increased compensation and access to career pathways, through the promotion of policy initiatives (e.g. legislation, funding, practices);
- support the development and implementation of a national voluntary credentialing process for direct support professionals.

The Alliance has adopted mastery of the Community Support Skill Standards (see Appendix B) as an element of a framework for a national credentialing process currently under development by the Alliance. The skill standards are aimed at those essential entry-level activities that all human service direct-service jobs have in common across a complex landscape of community-based (not institutional) human service settings and populations.

## National School-Age Care Alliance (NSACA) - National Improvement and Accreditation System (NIAS)

Linda Sisson, Executive Director
1137 Washington Street
Dorchester Lower Mills
Boston, MA 02124
Phone: (617) 298-5012
Fax: (617) 298-5022
Email: staff@nsaca.org

NSACA was formed by school-age care professionals to advocate and support the development and expansion of quality, affordable and accessible school-age care nationally. NSACA serves 5,000 members and 35 state affiliates. NSACA holds an annual conference attracting over 2,000 participants. The NSACA network:

- creates a reliable, strong, and diverse alliance of professionals, on the local and national levels;
- offers professional development and networking opportunities;
- supports continuous improvement and review;
- celebrates accomplishments;
- develops and promotes national standards;
- helps shape public policy.

Responding to the needs of school-age care professionals, NSACA launched an improvement and accreditation effort to bring greater credibility to the field of school-age child care. NSACA and the School-Age Child Care Project (SACCProject) at Wellesley College collaborated to create a National Improvement and Accreditation System (NIAS) based on the Assessing School-Age Child Care Quality (ASQ) voluntary self-study instruments and process.

The ASQ process is a resource for school-age child care programs interested in improving program quality and in setting goals for improvement. An ASQ team of staff, family members, children, and community members collect information about the program strengths and areas for improvement and then develop and implement an action plan for improvement. ASQ places major emphasis on the importance of human relationships among staff, children and youth, and their families.

Based on the ASQ pilot test, revisions have been made to the ASQ process and NSACA has created a set of standards focusing on six elements of quality: human relationships; indoor environment; outdoor environment; activities; safety, health and nutrition; and administration. New ASQ materials will be available by the Winter of 1998 and the ASQ materials will be

part of the NSACA Program Accreditation Materials. Support for the pilot was provided by the American Business Collaborative for Quality Dependent Care, the DeWitt Wallace-Reader's Digest Fund, the U.S. Army, and the U.S. Air Force. An order form for the ASQ kit can be obtained by calling the SACCProject publications department at (617) 283-2525 or writing to Susan O'Connor, SACCProject, Wellesley College, Center for Research on Women, Wellesley, MA 02181. Phone: (617) 283-2553.

In 1995, the National Improvement and Accreditation System (NIAS) for school-age care programs was piloted based on quality standards outlined in ASQ with the goal of improving quality of programs. A pilot of the system was conducted in 75 programs in 13 states, including suburban, inner city, and military locations. Of the 75 programs that participated in the pilot, 20 received NSACA pilot accreditation. The pilot generated discussions regarding certification and licensure for professionals and requirements for qualifications for employment, including standards for minimum education.

With funding from the American Business Collaborative, a second pilot test will be launched in North Carolina in late 1997. NSACA is in the process of selecting thirty programs in North Carolina to participate in the pilot, which will implement some revisions from the original NIAS pilot program. NSACA will adopt more permanent standards based on the pilot programs for a phased-in national implementation of the system planned for late-1998. For more information on NAIS contact Janette Roman, Director of Program Improvement and Accreditation at the National School-Age Care Alliance, phone: (617) 298-5012.

In preparing for national implementation of the plan, NSACA has established a national office in Boston and hopes to open five regional offices to provide more attention to accreditation efforts.

## National Training Institute for Community Youth Work - Building Exemplary Systems of Training for Youth Workers

Elaine Johnson, Vice President
Academy for Educational Development
Director, National Training Institute for Community Youth Work
1875 Connecticut Avenue, NW
Washington, DC 20009
Phone: (202) 884-8265
Fax: (202) 884-8412
Email: ejohnson@aed.org

Established by the Academy for Educational Development in 1997 to foster the professional development of youth workers, the National Training Institutes for Community Youth Work (NTI) has taken a leadership role in strengthening the growing youth work profession. NTI offers assistance to community-based, youth development organizations through training, technical assistance, and staff development resources.

NTI oversees the Building Exemplary Systems of Training for Youth Workers (BEST) initiative, funded by the DeWitt Wallace-Reader's Digest Fund for 1996 - 1999. The BEST Initiative was created to provide assistance, training, and networking resources to seven key organizations (each with a network of community-based agencies) that were recognized to be making exemplary training efforts, but in need of additional resources to further their training programs for youth workers. Each BEST site incorporated the Training of Facilitators program for the *Advancing Youth Development: A Curriculum for Training Youth Workers* which categorizes competencies into four areas:

1) Youth Development Workers as Supports for Youth, Families, and Colleagues, 2) Youth Development Workers as Resources for Youth, 3) Youth Workers as Resources to Organizations, and 4) Youth Workers as Resources to Communities. (See Appendix B)

NTI's research agenda for the BEST Initiative includes documentation of efforts to implement:

- certificate and credentialing programs for youth workers;
- best practices in youth development training;
- innovative curricula for training youth workers; and
- effective strategies for increasing and strengthening local training opportunities for youth workers.

While each of the seven BEST sites takes a different approach to building a system for training youth workers, all share the common goal of providing training in the positive youth development approach. All are working towards strengthening the field of youth work.

## Kansas City BEST Site - YouthNet

Deth Im, Youth Worker Professional Development Coordinator
YouthNet
301 E. Armour Blvd., Suite 460
Kansas City, MO 64111
Phone: (816) 931-9900
Fax: (816) 931-0090

YouthNet is a collaboration of individuals and 21 youth-serving organizations who advocate for enhancing the youth development approach in order to ensure that "every young person in Kansas City will have access within walking distance, to a safe place with caring adults and positive activities." The *Advancing Youth Development* curriculum will serve as the basis for ongoing in-service training provided to front-line youth workers, volunteers, and program directors from community-based organizations and group homes. The three key strategies of the Kansas City BEST initiative include:

- Orientation to Youth Development - a three and a half hour training which introduces participants to key principles of youth development and creates interest in youth worker training and certification;
- Ongoing In-service Training - monthly training will build upon the orientation by using the youth development approach to address current youth work issues and establish a cadre of trained youth workers who demonstrate the core competencies; and
- Youth Development Worker Certification - 12 specified hours of college-credit classes at Metropolitan Community Colleges on four campuses. The classes include an introduction to human service professions, principles of youth work, and an introduction to youth development issues. The 12 credit hours include 4 credits for a practicum. Scholarships are available from YouthNet to cover the costs of all books and fees and 10 hours of tuition.

**Milwaukee BEST Site - Child and Youth Care Learning Center**

Mark Krueger, Ph.D., Director
Child and Youth Care Learning Center
University of Wisconsin at Milwaukee
161 W. Wisconsin Avenue, Suite 6000
Milwaukee, WI 53203
Phone: (414) 229-5797
Fax: (414) 227-3168
Email: markkrue@csd.uwm.edu

*See Child and Youth Care Learning Center - University of Wisconsin at Milwaukee for full description.*

**New York BEST Site - Networks for Youth Development**

Linda Pitts, Senior Program Manager
Fund for the City of New York
Youth Development Institute
121 Avenue of the Americas, 6th Floor
New York, NY 10013
Phone: (212) 925-6675
Fax: (212) 925-5675

*See Networks for Youth Development for full description.*

**Philadelphia BEST Site: Children, Youth and Family Council**

Marilyn Frank, BEST Project Manager
The Children, Youth & Family Council Education Consortium
8378 Glen Road
Elkins Park, PA 19027
Phone: (215) 887-3898
Fax: (215) 887-3517
Email: cyfe@libertynet.org
Website:www.libertynet.org/~cyfe

The Children, Youth and Family Council (CYFC) and the Greater Philadelphia Federation of Settlements (GPFS) have formed a partnership to further develop existing skill-building training courses. One of the primary goals is to train 200 direct service providers with a customized version of the *Advancing Youth Development* curriculum. In the first year of the initiative, CYFC and GPFS have conducted youth focus groups, networked within the community to promote the need for service and training among constituent groups, and successfully piloted a youth development curriculum by incorporating the positive youth development training approach into their training of child welfare and settlement house workers. They have also trained youth work professionals as facilitators of the curriculum.

**Pinellas County BEST Site - Juvenile Welfare Board**

Susan Biszewski-Eber, Coordinator, BEST Initiative
Juvenile Welfare Board Training Center
6698 68th Avenue North
Pinellas Park, FL 33781-5680
Phone: (813) 547-5617
Fax: (813) 547-5610
Email: hr3750@handsnet.org

The Juvenile Welfare Board (JWB) established a set of core competencies for understanding positive youth development based on the *Advancing Youth Development* curriculum. Three 30-hour levels of training have been developed based on the competencies: 1) Foundations of Youth Development (an introductory course that leads to certification), 2) Intermediate Youth Development, and 3) Advanced Youth Development.

Foundations of Youth Development can be completed through a three-day retreat and 10 JWB forums/workshops *or* a five-day curriculum presentation at the community-based agency site. In 1997 (the first year), 112 participants were certified in Foundations of Youth Development.

Participants of Foundations of Youth Development who exhibit ability and interest can move into the Intermediate and Advanced Youth Development curriculum. In 1997, 37 participants were certified in Intermediate Youth Development.

**Portland BEST Site - Youth Services Consortium**

Susan Smallsreed, BEST Initiative Project Director
Youth Services Consortium
4839 NE Martin Luther King, Jr. Boulevard
Portland, OR 97211
Phone: (503) 281-6151, extension 12
Fax: (503) 281-6753
Email: TCYSC@teleport.com

Youth Services Consortium (YSC) is a coalition of more than 40 youth-serving organizations in the Portland metropolitan area. The Portland BEST Initiative Project will promote youth development training and strengthen the field of youth work among professions in mental health, juvenile justice, and the school- age care community. The goals of the project are to:

- train youth workers in youth development principles by training trainers in the Advancing Youth Development curriculum, developing a certificate program and offering continuing education opportunities;
- provide training and technical assistance and strengthen networking among youth work organizations;
- develop resources such as a youth development library to sustain the youth development approach in the community; and
- educate community leaders on the value of youth and youth workers.

By the end of July 1997, the AYD curriculum had been taught by three Youth Services Consortium sponsored classes and at Mt. Hood Community College, in the Allied Health and Mental Health Program. As of August 1997, 63 youth workers have received certificates of completion for the AYD course.

Portland Community College has approved the AYD curriculum as an ongoing course under the title "Principles of Youth Development" in the Education Department, Instructional Assistant Program. The course will be offered in Fall 1997.

In Fall 1997, an ad hoc task force of educators, youth and youth work professionals will begin work on designing a 15 credit-hour certificate of competence in youth work and outline a 45 credit-hour speciality program for youth workers.

## San Francisco BEST Site - Community Networks for Youth Development

Sue Eldredge, Executive Director
Stacey Daraio, Project Director
Community Network for Youth Development
657 Mission Street, Suite 410
San Francisco, CA 94105
Phone: (415) 495-0622
Fax: (415) 495-0666
Email: CNYD@aol.com

The Community Networks for Youth Development (CNYD) provides support to over 650 youth development agencies in the San Francisco Bay area by offering opportunities for professional growth and peer exchange. During the three-year BEST grant, CNYD has launched the Youth Development Learning Networks Project which aims to strengthen the capacity of youth workers and youth organizations to respond to the developmental needs of young people by providing youth workers with an intensive professional development experience to deepen their understanding of youth development and principles of practice.

There will be two Learning Networks over the course of the project, each composed of staff members from 24 Bay Area youth organizations. The first Learning Network will take place in October 1997 through May 1998, with practitioners meeting over the course of nine months, with 40 hours of on-site coaching available for each participating agency.

CYND will use the youth development framework to explore four key skill areas that support strong youth work: leadership, community building, youth participation, and building bridges to and from the community. Throughout the Network process, youth development outcomes and participatory assessment strategies will be explored. The Learning Networks Project will culminate in community discussions between youth agency leaders, youth workers, and funders about the elements of best practice that yield sustaining a impact on young people's lives.

## Networks for Youth Development

Michele Cahill, Vice President and Director
Linda Pitts, Senior Program Manager
Youth Development Institute
Fund for the City of New York
121 Avenue of the America's
New York, NY 10013
Phone: (212) 925-6675
Fax: (212) 925-5675
Email: Mcahill@fcny.org
Lpitts@fcny.org

The Youth Development Institute works to build the capacity of diverse community-based youth organizations and serve as an infrastructure for youth development in New York City. Networks for Youth Development is a partnership between

nine community-based organizations and the Youth Development Institute of the Fund for the City of New York. The goal of the Network is to build a coordinated system of staff development for youth workers in New York City that expands available training opportunities.

The Network is creating a system of staff development through a series of activities.

- YDI has established and documented the "best practices" in the youth development field in a booklet entitled *A Guided Tour of Youth Development.*
- YDI is identifying core competencies for youth workers, and will develop a publication on the competencies which will be released in Fall 1997.
- YDI has developed *The Handbook of Positive Youth Outcomes* which includes short-term and long-term positive youth outcomes that youth development organizations can expect to result from participation in programs.
- YDI has developed measurement instruments to assess whether outcomes are being achieved and are in the process of further revising those instruments.
- YDI has identified training and educational resources within New York City in a report entitled *Mapping of Training Resources for Youth Workers in New York City.* The report helps determine the degree to which education and training resources are oriented toward a youth development approach and the extent to which they are accessible to the staff of community-based youth-serving organizations.

Through this ongoing research process, YDI continues to work towards identifying the most effective staff development approaches, gaps in training, barriers of access to staff development and accreditation and strategies for overcoming those barriers.

## School-Age Care Programs - Concordia University, St. Paul

Jim Ollhoff, Chair, Department of School-Age Care
College of Graduate and Continuing Studies
Concordia University, St. Paul
275 Syndicate Street, North
St. Paul, MN 55104-5494
Phone: (612) 641-8897 or (800) 211-3370
Fax: (612) 603-6144
Email: schoolage@luther.csp.edu

Concordia University offers several degree and certificate programs dealing specifically with School-Age Care. Each program advocates empowering youth and providing young people with meaningful and positive developmental activities.

Concordia offers both a bachelor's degree with a major in school-age care, and a master of arts degree in education with an emphasis in school-age care. The undergraduate program focuses on teaching social skills to youth and fostering the social development of youth. The graduate program emphasizes leadership and child advocacy. Both degree programs are accelerated programs designed for working adults with some experience in the school-age care field. Classes meet once a week, and the bachelor's degree can be completed in eighteen months (56 credit-degree completion program). The master's degree can be completed in seventeen months.

Concordia also offers several upper-level certification programs (13 credits each). These include: Certificate in Proficiency in School-Age Care, Special Needs Certificate, Physical Recreation Certification, Site Leadership

Certificate, and Programming for Young Adolescents Certificate. The Certificate of Proficiency in School-Age Care is a three-course program designed to help students understand the theories of school-age care. Students form groups of 15-20 and can complete the certificate through several different time frames, including weekly or bi-weekly three-and-a-half hour meetings, four weekend meetings, or ten full day meetings. All of these certificates may be credited towards a degree if a student chooses to further his or her education.

## School-Age Child Care Project (SACCProject) - Making the Most of Out-of-School Time (MOST)

Michelle Seligson, Executive Director
Center for Research on Women
Wellesley College
106 Central Street
Wellesley, MA 02181-8259
Phone: (617) 283-2547
Fax: (617) 283-3657
website:
www.wellesley.edu/WCW/CRW/SAC/

The mission of the SACCProject is to improve the quantity and quality of school-age child care programs nationally through collaborative work with communities, individuals and organizations, and to raise the level of public awareness about the importance of children's productive use of out-of- school time. The SACCProject has worked collaboratively with National School-Age Care Alliance to create standards for a national accreditation system of school-age care programs (National Improvement and Accreditation System - NIAS).

The SACCProject is also the national manager and provides technical assistance and support to the Making the Most of Out of School Time (MOST) initiative. The SACCProject facilitates communication and the sharing of experiences across the three MOST sites, and gathers and disseminates information related to the MOST Initiative to the national level.

In 1994, the DeWitt Wallace-Reader's Digest Fund provided $6.5 million for the MOST initiative to improve the quality and availability of school-age care in three cities: Boston, Chicago, and Seattle. For more information contact Joyce Shortt, MOST Project Director, phone: (617) 283-2526 and email: jshortt@wellesley.edu

During the planning phase, community-based agencies in the three cities developed action plans to address the following common goals:

- increase public awareness of the need for out-of-school care;
- increase the number of children served;
- initiate the start-up and improvement of programs;
- participate in a national accreditation pilot;
- increase professional development and in-service training opportunities
- develop a college-based academic program for staff culminating in a degree or certificate;
- implement financial assistance programs for families in need of school-age care and for practitioners interested in career development
- share information and resources through the Internet;
- develop a local school-age conference to be held annually;
- conduct local fund-raising to sustain the project's goals; and
- participate in an evaluation in order to use the lessons learned to help other cities improve children's out-of-school care.

In an effort to address the lack of pre-service



BEST COPY AVAILABLE

preparation in the school-age field, the MOST initiative has charged the three cities with developing a credit-bearing certificate in school-age care. Boston, Chicago, and Seattle are currently engaged in the development and delivery of college-level certificate programs that could ultimately articulate towards a two, and possibly a four-year degree. This emphasis on higher education in each of the MOST sites was a way to create movement towards a second stage of development within the field, whereby that is formal recognition and training of an agreed upon body of knowledge.[11]

## Boston MOST site and Child Care Careers Institute

Laura Gang, MOST Coordinator
Parents United for Child Care
Boston School Age Child Care Project
30 Winter Street, 7th Floor
Boston, MA 02108-4720
Phone: (617) 426-8288
Fax: (617) 542-1515

Boston MOST has hosted annual school-age/youth worker conferences. They are currently drafting core competencies for a combined school-age care and youth worker certificate.

### Child Care Careers Institute

Dianne Chase, APEX Academic Coordinator
Child Care Careers Institute
71 Summer Street
Boston, MA 02210
Phone: (617) 338-6420 ext.15
Fax: (617) 338-6443
Email: dchasework@aol.com

The Child Care Career Institute (CCCI) was subcontracted by the Boston MOST to develop and implement its college certificate program. CCCI has a history of developing community-based training for college credit. A curriculum development taskforce was established to develop a School-Age Certificate know as APEX (Achieving Program Excellence). Six courses are part of the APEX certificate program: Introduction to APEX; Development of Youth; Curriculum and Activities Planning in Youth Programs; Supervision and Administration of Youth Programs; Connecting Family and Community Systems to Youth Programs; and Field Experience and Seminar in Youth Programs. One additional academic course is also required.

The Introductory APEX course is a seven-week, 36-hour, non-credit course designed to provide a solid foundation for the entire curriculum. The other five courses meet three hours per week for fifteen weeks. Each of the APEX courses are offered at a easily-accessible central Boston location. Designed for part-time students, APEX offers two options for completing course work. 1) a weekday-morning day program which takes two years to complete, or 2) a weekend program that can be completed in 18 months.

Currently there are 38 students in the APEX program with the majority enrolled in the weekday morning schedule. There has been approximately 50% drop out rate from the weekend program and 25% drop out rate from the weekday program. Weekday slots have been refilled with students, however, the weekend program remains below expected enrollment due to the high level of commitment needed. While there are no formal links between compensation and the completion of courses/certificate, there is an effort to encourage programs to offer salary increases to students who have completed the course work as a way to enhance recognition and reward education and professional advancement.

## Chicago MOST site and Harold Washington College

Leonette Coates, Coordinator
Day Care Action Council of Illinois
4753 N. Broadway, Suite 1200
Chicago, IL 60640
Phone: (773) 564-8872
Fax: (773) 561-2256
email: chgomost@interaccess.com

The Chicago MOST has conducted a number of activities to support staff development and school-age program quality. Of the ten Chicago MOST-affiliated programs that participated in the National Improvement and Accreditation System (NIAS) pilot, only one of the ten programs was able to make the program improvements necessary to apply for NSACA accreditation. However, each made significant strides in recognizing and improving programming quality.

In addition to the certificate program at Harold Washington College, Chicago MOST offered group worker and leadership training for school-age staff, park district staff, and program directors. Over 400 school-age professionals attended the group worker training workshops and over 200 attended the leadership training program.

The Chicago MOST recently developed a set of competencies that combines and adapts those developed by the school-age field (Teaching Strategies -Appendix B) and the youth development field (Chicago Youth Agency Partnership - Appendix B). The Chicago MOST is using these revised competencies to influence future workshop and course offerings, as well as to address articulation issues at higher education institutions.

### Harold Washington College

Dr. Ann Hall-Wright, Ph.D.
Coordinator of Child Development Program
Applied Sciences Department
Harold Washington College
30 East Lake Street, Room 702
Chicago, IL 60601
Phone: (312) 553-6080/6087
Fax: (312) 797-4163

The college certificate for school-age care was developed at Harold Washington College and is housed in the Applied Sciences Department under the Child Development Program. Three courses in school-age care were developed for the certificate. They include: Principles and Practice of School-Age Care, School-Age Activity Programming, and Practicum in School-Age Child Care. These three courses, along with two already existing child development courses (Human Growth and Development I and Child Care, Health and Nutrition) make up what is called the Basic Certificate (20 credit hours).

An Advanced Certificate that involved 35 credit hours includes additional course work in child development, as well as a social service course in Group Process. With an additional 25 credits in core course work, a student could receive an associate's degree.

The three school-age core courses are available at either campus or community-based locations. Better attendance has been noted when these courses are offered at community-based locations (rather than campus locations) as the schedule for the course was adapted to meet the needs of providers and the course time was counted as part of the work day. All other credits are available through existing campus course work. Scholarships are available through Chicago MOST as well as through some individual agencies. Many participants are utilizing the courses to meet state licensing requirements (group workers need 6 credit hours in school-age or related course work) or they are

working towards other degrees, such as teacher certification.

Approval for the certificate program has been granted at the city college administration level, but not at the state level. The state has requested additional information as they agreed that there is a great demand for course work within the general school-age care field, but they are concerned about job opportunities that will be available for individuals once they complete the degree program and whether currently employed staff will participate to upgrade their skills and positions.

## Seattle MOST site and Seattle Central Community College

Adrienne Bloom, Project Manager
School's Out Consortium/YWCA
118 5th Avenue
Seattle, WA 98101
Phone: (206) 461-3602
Fax: (206) 461-4860
email:
103155.3335@compuserve.com

Seattle MOST selected ten Seattle-area and two King County out-of-school time programs for participation in the National Improvement and Accreditation System (NIAS) pilot, which led to increased knowledge about quality standards and program improvements. Two of the 12 programs received accreditation from the National School-Age Care Alliance (NSACA).

Through community workshops, on-site training, and a mentor project, 420 program staff from community-based programs have participated in training offered by the Seattle MOST.

**Seattle Central Community College**

Maralyn Thomas Schier, Training Grant Coordinator
Child and Family Studies Program
1701 Broadway, M.S. BE3210
Seattle, WA 98122
Phone: (206) 587-6902
Fax: (206) 344-4390
Email: mathom@seacc.sccd.ctc.edu

A curriculum design team developed a School-Age Children, Youth, and Families Focus Area within the Child and Family Studies Program at Seattle Central Community College (SCCC). SCCC provides three options for school-age and youth development professionals to earn additional qualifications and certification in their chosen field.

1. Students can receive a nine-credit certificate of completion from the Seattle Central and Seattle School's Out Consortium through "Neighborhood Classes." These classes are conducted during evening or weekend hours at accessible neighborhood locations. Credits earned through "Neighborhood Classes" can be counted towards either of the following certificate programs.
2. Students can also enroll in a 50-credit School-Age Children and Youth Certificate program. This program includes course work in four previously existing core courses from the Child and Family Studies Program -- Cultural Relevancy/Anti-Bias; Developmental Psychology; Families, Community and leadership; and Practicum , as well as one of the following new focus area courses -- Understanding and Working with School-Age Children or Understanding and Working with Adolescents. Students must also take 12 additional focus area credits of choice and 15 credits of related instruction. Students are also encouraged to develop

expertise in specialized areas such as music, math, science, or languages through additional course work.

3. Students can also enroll in a 90-credit Associate of Arts Degree program in Child and Family Studies. Academic advisors meet with students interested in this option to determine appropriate course work.

Courses generally enroll over 20 students. Initially course were held in the community, which was viewed as important for easy access, however, on-campus courses are now successfully drawing student enrollment. Both community and campus-based courses are held in the evenings. Although there is a great deal of interest in the individual course offerings, but there has been limited interest in applying to the 50-credit college-level certificate or the associate of arts degree program.

Approval of the School-Age Certificate has happened at the city level, however, the next challenge resides in the issue of articulation of college credit to other colleges throughout the state and development of a bachelor's of arts program at the University of Washington.

## U.S. Army Credential for School Age Services

Mary Ellen Pratt or Vicky Moss
U.S. Army Community and Family Support Center
Attn. CFFC-FSCY
2461 Eisenhower Avenue, Rm. 1408
Alexandria, VA 22301
Phone: (703) 325-0710
Fax: (703) 325-6327
email:
mossv@hoffman-cfsc.army.mil
prattm@hoffman-cfsc.army.mil

The U.S. Army Community and Family Support Center has developed a credential for school-age services staff on all U.S. Army bases. The credential, based on the Child Development Associate (CDA) functional areas, is awarded to staff members who demonstrate on-the-job competency working with school-age children. The competencies and curriculum were developed by Teaching Strategies. (See Appendix B). All staff members complete an 18-month foundation- level training program which includes: 13 school-age competency-based modules; first aid; CPR; an environmental self-evaluation; child abuse and neglect training; special project recognizing communicable disease and administering medication; special needs awareness; and other U.S. Army-specific requirements.

At the end of the 18-month baseline training, staff may choose to pursue the credential by preparing a portfolio consisting of three entries demonstrating competence in each of the CDA functional areas. The portfolio must also include a resource file of 17 entries of activities such as field trip ideas, art and music activities, and ways to advocate on behalf of school-age children. The candidates are also observed by an advisor,

the parent representative and the School-Age Representatives. The advisor serves as a professional resource for credential candidates during the assessment process. The representative is a professional who is knowledgeable about school-age programs and has been trained to observe, interview, and make objective judgements. Parents also complete questionnaires on the candidate's competence and effectiveness. The candidate is then evaluated by a local assessment team who decides whether or not to award the credential. The credential makes it possible to apply for a lead position and move up the career ladder with salary adjustments.

The Council for Early Childhood Professional Recognition administers the credential for the Army. Individuals who wish to pursue the credential contact the Council directly. Currently there are approximately 100 school-age staff members completing the requirements for the credential. The first credentials were awarded in Spring 1997.

Wisconsin School-Age Care Alliance (WISACA) is working to model the U.S. Army credential into a statewide credentialing system for school-age care providers. WISACA plans to have the initial training session in October 1997 to train 50 credential advisors and representatives in Wisconsin as to their role in the process.

WISACA has also established two 40-hour entry-level courses in School-Age Child Care in the state of Wisconsin. The credit courses are currently offered at five technical schools in the state. Once the credentialing system is implemented, the courses, or their equivalent, will be required before a candidate can begin the process towards a credential. For more information on this initiative contact Jane Whitacre at the Wisconsin School-Age Care Alliance (WISACA), 1114 Brookwood Road Madison, WI 53711, phone: (608) 278-9716.

## YMCA of the USA - Keeping Our Promise

Robin Jordan, Project Director,
Keeping Our Promise
YMCA of the USA
101 North Wacker Drive
Chicago, IL 60606
Phone: (312) 977-0031
Fax: (312) 977-9063
Email: jordon@ymcausa.org

The Keeping Our Promise training project, provides a certification for direct service staff, directors, administrators, paraprofessionals, and volunteers in the YMCA system, with a focus on a positive youth development approach. The Youth Worker Certification Ladder has three levels of requirements for Youth Worker I, II, III. All three certification levels require the completion of Principles of Youth Work, a 16-hour course outlining the YMCA philosophy and focusing on self-awareness, relationship building, and basic assessment and referral skills.

For Youth Worker II certification, one must complete four additional Fundamentals of Youth Work courses. These include: Listening and Feedback Skills, Working with 10 to 14 Year-Olds, Working with 15 to 18 Year Olds, and Character and Self-Esteem. Youth Worker II certification also necessitates the completion of the Building a Career Plan workshop, which is designed to assist workers in realizing and developing their own personal and career goals within the YMCA.

A Youth Worker III certification requires the fulfillment of all the level I and II requirements, as well as completion of nine days of training in special interest courses such as case management, working with low-income kids, service learning, and collaboration skills.

All of these certifications facilitate professional advancement within the YMCA movement and in some cases are required for advancement. YMCA also has a scholarship system to assist staff with training costs. Trainings are conducted at YMCA of the USA Program Schools in 20 cities. Trainers are recruited from YMCA staff and volunteers who have completed the program and a training-the-trainers program.

YMCA has also developed an agreement with Springfield College in Massachusetts to assign continuing education units (CEU) and credit hours for training received. YMCA of the USA has over 800 training courses and certification for all programs areas of the YMCA including health and fitness, teens, aquatics, child care, and sports. For more information on these certification/training programs contact Mary Zoller at the YMCA of the USA.

## Youth Development Leadership Program - University of Minnesota

Dr. Joyce Walker, Professor and Extension Educator
College of Education and Human Development
University of Minnesota
1420 Eckles Avenue
340 Coffey Hall
St. Paul, MN 55108
Phone: (612) 625-2701
Fax: (612) 625-1731
Email: jwalker@mes.umn.edu

The Youth Development Leadership Program provides a Masters in Education (M.Ed.) and is designed for practicing direct-service youth workers and others who work with or on behalf of young people. The program provides a better understanding of the practices, policies and ethics of youth development work. The Department of Work, Community, and Family Education and the Department of Educational Policy and Administration (which are part of the College of Education and Human Development) offer core courses which focus on healthy youth development in families, schools, the workplace, and community. The program emphasizes ongoing leadership and community involvement, as well as a structured field experience.

Students individually plan their program to achieve a balance of academic learning and practice skills. The program is a 45-credit experience, which typically takes two to three years for people employed full-time. Full-time students can complete the program in twelve months. Up to twenty students at a time go through four core courses (12 credits) and seminars (6 credits) together as a group. After completing these, each student can then independently design their emphasis in any area to suit their own interests, choosing a field experience (6 credits) and electives (21 credits). By Fall 1997, 80 students will have been enrolled in the program.

Each student must present a portfolio to three faculty upon completion of the program (in lieu of a written thesis). The portfolio provides an opportunity for the student to creatively plan and organize materials that demonstrate their competence, leadership and personal growth from the time they started the program.

## Appendix A - Definitions

A profession requires that a system be in place to verify and recognize those who meet specific standards for that profession. Professionalization provides recognition to a whole body of persons who are engaged in similar principle employment by requiring specialized knowledge and academic preparation.

The traditional attributes of a profession include:

- Specific skills and knowledge
- Educational requirements
- Autonomy and decision-making authority
- Direct accountability for actions and judgement
- Status
- Body of literature
- High demand for workers
- Professional organization

To better understand the activities described in this report the terminology used needs to be defined.

**Standards** are desirable goals established by members of a field based on research and approved practice. Standards provide a common framework for gauging the quality of existing services and staff development activities. They can reflect the minimum or essential requirements for successful and/or best/ideal practices. There are a variety of standards such as skill standards, performance standards, and program standards.

**Credential** is the documentation that demonstrates that an individual has achieved a certain level of status and has the right to exercise certain authority. Some credentialing processes are competency-based, others recognize formal educational credentials such as courses and degrees. Frequently, combinations of education, experience, and demonstrated competence are involved.

The process of "credentialing," may include the following:

**Certification** indicates that an individual has fulfilled the requirements or standards established by a school, professional association, social agency, or governmental agency. Certification is the affirmative outcome of a process which recognizes those persons who have:

- successfully participated in occupational, academic, and training experiences;
- demonstrated an identified knowledge base and practice skills;
- developed a personal philosophy of caring for children and youth; and
- maintained a high standard of ethics.

In some instances certification is recognized by laws, regulations, or standards which require that certified personnel be included in regulated settings.

**Licensure** is a governmental permit and/or authorization to engage in a business, occupation or activity which is otherwise unlawful. While substantial input into the design of the process and standards is customarily made by the groups to be regulated, the decision-making power in the licensing process resides in the governmental body.

**Accreditation** is the recognition and approval of an educational or service agency that is meeting and maintaining established standards. Periodic evaluation is generally required.

## Appendix B - Core Competencies for Youth Workers and School-Age Care

| School-Age Care-Teaching Strategies[1] | School-Age Care - Washington State Child Care Coordinating Committee[2] | Youth Workers- Center for Youth Development[3] | Youth Workers- Chicago Youth Agency Partnership[4] | Direct Service Workers in Human Services-Community Support Skill Standards[5] |
|---|---|---|---|---|
| 1. Safe<br>2. Healthy<br>3. Program environment<br>4. Physical<br>5. Cognitive<br>6. Communication<br>7. Creative<br>8. Self<br>9. Social<br>10. Guidance<br>11. Families<br>12. Program Management<br>13. Professionalism. | 1. Child growth, development, and learning<br>2. Cultural and individual diversity<br>3. Family systems<br>4. Communication<br>5. Observation and assessment<br>6. Curriculum development<br>7. Environmental design<br>8. Child guidance<br>9. Health, safety and nutrition<br>10. Professionalism<br>11. Administration | 1. Awareness of self<br>2. Caring for youth and families<br>3. Respect for diversity<br>4. Understanding of youth development<br>5. Sustain relationships that facilitate youth empowerment<br>6. Develop peer group cohesion and collaborative participation.<br>7. Plan and implement events consistent with needs of youth<br>8. Colleague of staff and volunteers in organization<br>9. Work with community leaders, groups and citizens on behalf of youth<br>10. Collaborate with other community agencies | 1. Safety<br>2. Organization mission<br>3. Youth development<br>4. Family and community resources<br>5. Leadership<br>6. Youth activities<br>7. Diversity<br>8. Group work<br>9. Communication<br>10. Contemporary issues.<br>11. Program measurement and celebration<br>12. Professional work skills | 1. Participant empowerment<br>2. Communication<br>3. Assessment<br>4. Community and service networking<br>5. Facilitation of services<br>6. Community living skills and supports<br>7. Education, training and self development<br>8. Advocacy<br>9. Vocational, educational, and career support<br>10. Crisis intervention<br>11. Organizational participation<br>12. Documentation |

[1] Adapted from Koralek, D.G., Newman, R.L. & Colker, L.J. *Caring for Children in School-Age Programs: Volume 1 & 2.* Washington, DC: Teaching Strategies, 1995.

[2] Adapted from Washington State Child Care Coordinating Committee - Subcommittee on Early Childhood Career Development, *School-Age Early Childhood Career Development Core Competencies Document.* For more information contact: Susan Kavanaugh, Department of Social and Health Services, Office of Child Care Policy, Olympia, Washington, Phone: (360) 902-8043.

[3] Adapted from *Core Competencies of Youth Workers.* Washington, DC : Center for Youth Development and Policy Research at the Academy for Educational Development, August 1995.

[4] Adapted from Child Youth Agency Partnership. *Core Competencies for Youth Workers: Self assessment.* Chicago, IL: Chicago Youth Agency Partnership, 1995.

[5] Taylor, M., Bradley, V., Warren, R. *The Community Support Skill Standards: Tools for Managing Change and Achieving Outcomes.* Cambridge, MA: Human Services Research Institute, 1996.

## Endnotes

1. Costello, Joan; Barden, Jane; and Howard, Eboni. *The Training of Youth Development Workers: Evidence of Impact.* Chicago IL: Chapin Hall Center for Children at the University of Chicago, 1995. (Unpublished paper prepared for the DeWitt Wallace-Reader's Digest Fund.)

Zellman, Gail; Johansen, Anne; VanWinkle, Jeanette. *Examining the Effects of Accreditation on Military Child Development Center Operations and Outcomes.* Santa Monica, CA: RAND, 1994.

2. *Training Youth Workers at the Community Level: A Resource Kit.* Washington, DC: Center for Youth Development and Policy Research, Academy for Educational Development, 1996.

3. Legislative data were collected through the *Congressional Quarterly Washington Alert*, an on-line service which provides information on the legislative and regulatory activities of the federal government and the 50 states.

4. *Mapping the Training Resources: Report for Youth Workers in New York City.* New York: Youth Development Institute at the Fund for the City of New York, 1997.

Ogletree, Renae. *Discussion Paper Exploring Experiences of Related Fields in Developing Standards and Certification.* Chicago, IL: Chapin Hall Center for Children at the University of Chicago, 1997. (Unpublished paper prepared for the National Training Institute for Youth Work, Academy for Educational Development.)

5. Esposito, Marie. *Growing Together: Connections Between the School-Age Care and Youth Work Professions.* Wellesley, MA: School-Age Child Care Project, Center for Research on Women at Wellesley College, 1997.

6. Previously referred to as the *Community Youth Development Block Grant* sponsored by Senator Nancy Kassabaum.

7. *Welfare Changes Information Fact Sheet for School-Age Care.* Wellesley, MA: School Age Child Care Project at the Center for Research on Women, Wellesley College, 1997. This fact sheet provides an overview of the major changes resulting from the new law, explores possible effects on low-income families with children and suggests some strategies for helping states develop an effective plan of care for school-age children of low-income working parents.

8. *Investing in Child Care Jobs in Low-Income Communities.* Washington, DC: National Center for the Early Childhood Workforce, 1996.

9. National Collaboration for Youth. *Principles for Model State Legislation: Implementing the National Child Protection Act.* Washington, DC: The National Assembly of National Voluntary Health and Social Welfare Organizations, 1995.

10. National Collaboration for Youth. *Screening Volunteers to Prevent Child Sexual Abuse: A Three-Step Action Guide.* Washington, DC: National Assembly of National Voluntary Health and Social Welfare Organizations, 1997.

11. Esposito, Marie and Costley, Joan. *Twelve Key Elements for Higher Education: A Conceptual Framework for the Field of School-Age Care.* Wellesley, MA: School-Age Child Care Project, Center for Research on Women at Wellesley College, 1997.

NATIONAL ASSEMBLY

1319 F Street NW, Suite 601
Washington, DC 20004
Phone: (202) 347-2080 • Fax: (202) 393-4517



BEST COPY AVAILABLE